

**NEW HAMPSHIRE  
DEPARTMENT OF EDUCATION  
SPECIAL EDUCATION  
PROGRAM APPROVAL REVIEW**

**SAU # 52  
FINAL SUMMARY REPORT**

**PORTSMOUTH SCHOOL DISTRICT**

**Dr. Lyonel B Tracy, Superintendent of Schools  
Bruce Boley, Director of Special Education**

Visit Conducted on March 12–13, 2002  
Report Date, May 30, 2002

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## **I. TEAM MEMBERS**

### **Name                      Professional Role**

#### **Visiting Team Members:**

Maryclare Heffernan	SERESC Chairperson
Heather Alexander	Special Educator
Mary Buese	Preschool Coordinator
Paul Campelia	Program Director
Lydia Cupp	Special Educator
Melissa Dumont	ESL Teacher
Andy Kyriakoutsakos	EH Teacher
Stephen LeShane	:Principal
Steven Lord	Special Educator
Wendy Mattson	Assistant Special Director
Phyllis Prescott	Special Education Dept. Head
Brenda Walker	Special Education Coordinator
Diane Reardon	Special Educator
Robert Wells	NHDOE Education Consultant
Leigh Zoellick	Preschool Consultant

#### **Building Level Team Members:**

<b>Name</b>	<b>TITLE</b>	<b>NAME</b>	<b>TITLE</b>
Beth Setear	Preschool Coordinator	Rose Brodeur	Special Educator
Lynn Di Elsi	Occupational Therapist	Marla Hickey	Speech/Language
Betsy Humphreys	Special Educator	Heather Anderson	Regular Educator
Karen Cox	Speech/Language	Jacki Hinton	Regular Educator
Liz Goode	Reading Specialist	Karen Wisbey	Occupational Therapist
Dorie Sterndale	Special Educator	Mary Jane Proulx	Special Educator
Claire Prout	Speech/Language	Jeannie Ferguson	Special Educator
Marianne Byington	Special Educator	Joy Bryan	Special Educator
Diane O'Callahan	Occupational Therapist	Stacey Weeks	Regular Educator
Heidi White	Regular Educator	Cyndi Whitney	Paraprofessional
Carol Bunting	Special Ed. Coordinator	M. Pratt	Special Educator
J. Testacutting	Guidance Counselor	S. Spinney	Regular Educator
C. Batson	Paraprofessional	C. Matthews	Reading Specialist
Connie Carmody	Principal	S. Rahilly	Speech/Language
S. Reuning	Special Educator	L. O'Connor	Therapist
J. Macmaster	Regular Educator	Jeanne Loughan	Special Educator
Jeff Martel	Special Educator	Phyllis Ellis	Special Educator
K. Denning	Special Educator	Barbara Fyles	Special Ed. Coordinator
Laurie Melanson	Special Ed. Coordinator	Stephanie Campbell	Special Educator
George Hails	Special Educator	David McKinniss	Special Educator
James Knowles	Regular Educator	Caroline Arakelian	Regular Educator
Paulette Hoeflich	Principal		

## **II. INTRODUCTION**

The Portsmouth School District, SAU 52, is located in the New Hampshire seacoast area and serves a total student population of approximately 2,706. Approximately 367, or 13.5%, of the students are presently identified with educational disabilities. The district is comprised of three elementary schools (K-5), one middle school (6-8), one high school (9-12), an alternative high school (9-12), and a preschool program (ages 3-5). The district has a history of providing a full continuum of services to students with educational disabilities while maintaining a clear philosophy of inclusion. In addition to modified regular and resource room support programs, the district provides specialized programs for students with emotional handicaps at each level. This includes an Outreach Program at each of the elementary schools consisting of a therapist and behavior interventionist who provide additional supports to students with challenging behaviors. The district also offers programs for deaf and hearing impaired students and developmentally disabled students that includes a transition program at the high school level.

Many of the Portsmouth School District staff and administrators are experienced, master educators and the level of their skill is evident in the instructional practice, school climate and student work observed during this Special Education Program Approval visit. The Portsmouth School District provides a comprehensive curriculum that is aligned with the New Hampshire curriculum frameworks.

## **III. PURPOSE OF VISIT**

The New Hampshire Department of Education conducted a Special Education Program Approval Visit to SAU 52 on March 12 & 13, 2002 for the purpose of reviewing the present status of programs and services made available to children and youth with educational disabilities. As part of the Program Approval Visit, all of the schools in SAU 52 were reviewed. These include: Portsmouth Early Education Program (PEEP Program), Dondero School, New Franklin School, Little Harbour School, Portsmouth Middle School, Portsmouth High School and the Portsmouth Alternative Secondary School Program (PASS Program).

Activities related to this Program Approval Visit included the review of all application materials submitted by the SAU, verification of personnel credentials for special education staff, program descriptions, SPEDIS reports, and analysis of data collected during the visit. Data included the review of student case studies, interviews with staff, administrators, students and parents and classroom observations. Throughout the entire review process, the visiting team worked in collaboration with the staff of SAU 52. Their professionalism, active involvement in the process and cooperation were greatly appreciated and well recognized.

## **IV. PROGRAM APPROVAL REVIEW PROCESS**

The New Hampshire Department of Education provided SAU 52 with a visiting team of professional educators to work collaboratively with staff in each of the schools in conducting the data collection and special education program approval activities. The 2-day visit was designed as a focused review on the following areas of programming:

- Access to the General Curriculum,
- Transition
- Assessment

The NHDOE Special Education Program Approval Process allowed the visiting and building level team members to conduct case studies of a representative sampling of the special education student population, ages 3-21, throughout the SAU. Evidence of the work conducted in-district and results related to student outcomes was gathered throughout the process, guided by the materials and templates provided by the NHDOE, Bureau of Special Education. Examples of evidence included student individual education plans (IEPs), progress reports, samples of student work, grades, extracurricular involvement, permanent records, curriculum, etc. Input was gathered from key constituents, including interviews with professional staff, parents, paraprofessionals, administrators, and in some cases the students. In addition, classroom observations were conducted for each of the case studies being reviewed. The collective data were summarized by the visiting and building level teams. The summaries, included in the report that follows, outline identified areas of strength and areas of improvement needed for each school reviewed.

## **V. STATUS OF PREVIOUS PROGRAM APPROVAL REPORT AND CORRECTIVE ACTIONS**

Based on review of the February 1997 NHDOE Special Education Program Approval Report, the following patterns were identified as needing improvement:

Procedures relating to referral, transition planning, extended school year, and services such as assistive technology, documented in the student IEP, as well as notification of 18 year old student rights, were noted as requiring Corrective Action. Immediately following the 1997 visit SAU 52 revised the related forms and procedures to assure that all the identified areas of non-compliance have been addressed. Staff have been provided with ongoing professional development related to the areas identified. All corrective actions have been taken.

## **VI. SAU WIDE SUMMARY OF FINDINGS**

The collaborative teams thank the staff and administration of SAU 52 for their assistance, cooperation, and participation in all aspects of the March 2002 NHDOE Special Education Program Approval visit. Throughout the visit it was evident that SAU 52 seeks the highest standards for educational programming and the staff and administration feel supported by the community in this endeavor. Each of the district's schools were found to provide an array of supports and services for all students and were staffed by highly competent and professional educators.

The review team found that the critical components of staffing patterns, resources, curriculum development, assessment of student outcomes, and professional development for staff are well designed in the Portsmouth School District. They identified a need for ongoing acquisition of technology for student and staff use, particularly at the middle school.

The district's school facilities provide welcoming, child-centered environments with evidence of student work throughout. The high school has experienced overcrowding in recent years and is beginning a significant building project that will greatly expand and improve the facility.

### **Commendations:**

- There is a clear commitment to providing the highest level of support and services to all of the children in SAU 52.
- The Special Education Administration has provided clear and consistent support and leadership to the district.
- General and special educators work collaboratively to provide supports to all children in the district.
- SAU 52 has been able to maintain effective class size in an effort to maximize instructional efforts.
- The creative use of grant funding has provided additional supports and services to the district's schools and programs.
- The Preschool program, located at the Community Campus, allows for natural connections to be made by staff, parents and community agencies.
- The Friends Project provides opportunities for students with significant disabilities to develop social connections and relationships.
- The Transition planning, particularly for students about to graduate, is very good.
- The Transition Program for developmentally disabled high school students is commended.
- The district has maintained good staffing patterns.
- The district provides adequate and up to date resources for staff and programs.

## **ACCESS TO THE GENERAL CURRICULUM**

ED 1109.05 CFR 300.342 Implementation of IEPs

ED 1115.07 CFR 300.306 Provision of Non-Academic Services

ED 1119.03 CFR 300.26 CFR 300.347 Full Access to the District's Curriculum

ED 1119.08 CFR 300.304 Equal Education Opportunity

There is clear evidence that students within SAU 52 are provided access to the general curriculum. The review teams consistently noted the high level of collaboration between regular and special educators related to instruction and the supports necessary for students to succeed in the general curriculum. The district's well established philosophy of inclusion, along with the provision of a full continuum of specialized services, provides all students with opportunities to participate in both academic instruction and extracurricular activities. Of note is the Friends Project, a grant funded initiative that offers students with significant disabilities social experiences with peers outside of the school day. This project has provided a specific vehicle for students to make connections to other students and experience extracurricular events.

## **TRANSITION**

ED 1102.53 CFR 300.29 Transition Planning

ED 1107.02 CFR 300.347 (b) (1) Process: Provision of FAPE

ED 1109.01 CFR 300.132 Transition Services

The collaborative review teams found that transition planning takes place throughout the district at the critical transition points of Early Supports and Services to Preschool; Preschool to Kindergarten; 14 and 16 year old transition planning and high school to the world of work. They also noted that the schools involve relevant agency representatives, parents, and students, when appropriate. Transition planning and supports are particularly effective for the more significantly involved students, particularly students with developmental disabilities. The high school Transition Program offered to developmentally disabled students is a particularly effective model.

Other transition planning from grade to grade and school to school is documented in IEP meeting minutes. The transition from the middle school to the high school was identified as a critical transition point, particularly for students with educational disabilities. The district is considering models to support high risk 8<sup>th</sup> grade students so that their move to the high school is successful. The district may also consider creating a formal plan that addresses transitions throughout the system so that staff, parents and students have a consistent guide to follow.

## **ASSESSMENT**

ED 1133.05 (I) CFR 300.347 (a) (5) RSA 193-C

The district makes effective use of a wide variety of assessment data. Both standardized and informal assessments are included in decision making. All students with disabilities participate in statewide NHEIAP or NHEIAP Alternate assessments. SAU 52 uses district-developed reading, writing and math assessments to measure annual progress. Assessment information is analyzed and used in creating new educational plans for students.

## **SPECIAL EDUCATION PROCESS: POLICY AND PROCEDURE**

ED 1106.01 Special Education Process

ED 1103.01 Child Find, Responsibilities of the LEA

The special education administrators have recently updated a Policy and Procedure Manual. This comprehensive manual has been presented to the district's special educators and training has been provided. The district has maintained ongoing professional development opportunities for staff in order to inform and instruct staff in the changes in state and federal requirements. The review team found that procedures related to providing services to students with educational disabilities are in place and regularly followed.

## VII. BUILDING LEVEL SUMMARY REPORTS

### USING COMPLIANCE DATA FOR CONTINUOUS IMPROVEMENT

#### BUILDING LEVEL COMPLIANCE DATA SUMMARY

#### NEW HAMPSHIRE STATE DEPARTMENT OF EDUCATION SPECIAL EDUCATION PROGRAM APPROVAL AND IMPROVEMENT PROCESS

**SAU #52    School:** Portsmouth Early Education Program (PEEP)

**Recorder/Summarizer:** Mary Buese

**Date:** March 13, 2002

Based on data collected from the Data Collection Forms, Interview Forms, Classroom Observations, etc. the following summary is intended to provide a “snapshot” of the quality of services and programs in the school/private facility in the areas of: **Access to the General Curriculum, Transition and Assessment.**

Access to the General Curriculum		Summary of Evidence
<u>Ed. 1109.05, Implementation of IEP</u> <u>CFR 300.342</u> <u>Ed. 1115.07, Provision of Non-Academic Services</u> <u>CFR 300.306</u> <u>Ed. 1119.03, Full Access to District's Curricula</u> <u>CFR 300.26</u> <u>Ed. 1119.08, Equal Education Opportunity</u> <u>CFR 300.347(a)</u> <u>CFR 300.304</u>		PEEP
Indicator Level and Description		
0	Student does not have access to the general curriculum.	
1	Student has access to the general curriculum	
2	Student participates in the general curriculum in the regular classroom	
3a	Student participates and progresses in the general curriculum with non-disabled peers for majority of the day with necessary support(s)	Preschool students participate and progress in the general curriculum as evidenced by AEPS profile, IEP progress reports, portfolios, teacher observation
3b	<b>For Private Schools:</b> Student has opportunities to interact with non-disabled peers on a regular basis	
3c	Student has the opportunity to participate in general extracurricular activities with necessary support(s) and is encouraged to do so.	Preschool students have the opportunity to participate in general extracurricular activities as evidenced by staff and parent interviews
3d	<b>For High School Students:</b> Student has the opportunity to earn regular credits leading to a regular diploma	
4	Student engages in the general curriculum with necessary support(s) and participates in extracurricular activities in the Least Restrictive Environment	

Transition		Summary of Evidence
<u>Ed. 1102.53, Transition Planning</u> <u>CFR 300.29</u> <u>Ed. 1107.02, Process; Provision of FAPE</u> <u>CFR 300.347 (b) (1)</u> <u>Ed. 1109.01, Transition Services</u> <u>CFR 300.132</u> This includes movement from (a) ESS to preschool, (b) pre-school to elementary school, (c) age 14 or younger, or (d) age 16 or older		PEEP
Indicator Level and Description		
0	No evidence of transition planning	
1	Transition occurs, with little or no written documentation	
2	Written documentation exists for transition services	
3a	Team includes parents and personnel from other agencies in transition planning	
3b	Student is informed before age 17 of his/her rights under IDEA	
3c	Plan addresses instruction, community, employment and daily life skills in a complete and comprehensive manner	
4a	District has implemented a process to evaluate the success of the student's transition	The successful transition process is evidenced by the transition timeline from Early Supports and Services to preschool then from preschool to kindergarten.
4b	Team, including student as appropriate, regularly assesses success of transition plan	



Assessment		Summary of Evidence
<u>Ed. 1133.05 (I), Program Requirements</u> <u>CFR 300.138</u> <u>CFR 300.347 (a) 5, RSA 193-C</u> This is not limited to NH statewide testing [NHEIAP]. It should also include districtwide and school assessments administered to non-disabled peers.		PEEP
	<b>Indicator Level and Description</b>	
	<b>0</b> No evidence of student participation in district or state assessments	
	<b>1a</b> Student participates in district-wide and school assessments	
	<b>1b</b> Student participates in state assessment	
	<b>2</b> Alternate assessment provided as needed for both district and state assessments	
	<b>3a</b> Assessment data is used to develop IEP	
	<b>3b</b> Multiple measures used for assessments (e.g. report cards, student work, teacher observations and portfolios)	Assessments include classroom observations, teacher reports, standardized testing, parent interviews, AEPS, portfolios and language samples.
	<b>4</b> School uses assessment data to improve student learning (state, district-wide or school assessments)	

PEEP	
Strengths	Suggestions for Improvement
<ol style="list-style-type: none"> <li>1. The preschool is located in a beautiful facility!</li> <li>2. PEEP is able to provide a high quality, fully inclusive program to its preschoolers, that includes wonderful collaboration with community child care and the Head Start program.</li> <li>3. Because of the program design, PEEP staff have access to 150 preschoolers and are able to follow “at-risk” students or others that may benefit from monitoring.</li> <li>4. There is good teamwork among the staff with sharing of responsibilities and collaboration.</li> <li>5. The staff is committed to the children and to the learning process.</li> <li>6. The program has effective adult to student ratio.</li> <li>7. There is strong administrative support and good vision for the future growth of the program.</li> </ol>	<ol style="list-style-type: none"> <li>1. Consider creating a “Parent Guide to Kindergarten” that might include a calendar, snow day information, etc.</li> <li>2. Consider including Head Start teachers in staff meetings to provide opportunity to discuss shared students.</li> <li>3. Identify an assessment tool to be used in determining eligibility.</li> <li>4. Continue to work toward coordinating ongoing assessments between agencies.</li> <li>5. Review methods of fading assistance to increase child’s independence over time.</li> </ol>

USING COMPLIANCE DATA FOR CONTINUOUS IMPROVEMENT  
BUILDING LEVEL COMPLIANCE DATA SUMMARY  
NEW HAMPSHIRE STATE DEPARTMENT OF EDUCATION  
SPECIAL EDUCATION PROGRAM APPROVAL AND IMPROVEMENT PROCESS

**SAU #52    School:** Dondero School

**Recorder/Summarizer:** Karen Cox

**Date:** March 13, 2002

Based on data collected from the Data Collection Forms, Interview Forms, Classroom Observations, etc. the following summary is intended to provide a “snapshot” of the quality of services and programs in the school/private facility in the areas of: **Access to the General Curriculum, Transition and Assessment.**

Access to the General Curriculum		Summary of Evidence
<u>Ed. 1109.05, Implementation of IEP</u> <u>CFR 300.342</u> <u>Ed. 1115.07, Provision of Non-Academic Services</u> <u>CFR 300.306</u> <u>Ed. 1119.03, Full Access to District's Curricula</u> <u>CFR 300.26</u> <u>Ed. 1119.08, Equal Education Opportunity</u> <u>CFR 300.347(a)</u> <u>CFR 300.304</u>		Dondero School
Indicator Level and Description		
0	Student does not have access to the general curriculum.	
1	Student has access to the general curriculum	
2	Student participates in the general curriculum in the regular classroom	
3a	Student participates and progresses in the general curriculum with non-disabled peers for majority of the day with necessary support(s)	Students participate and progress in the general curriculum as evidenced by parent interviews, classroom observation, class schedules, administrator interviews, work samples.
3b	<b>For Private Schools:</b> Student has opportunities to interact with non-disabled peers on a regular basis	
3c	Student has the opportunity to participate in general extracurricular activities with necessary support(s) and is encouraged to do so.	
3d	<b>For High School Students:</b> Student has the opportunity to earn regular credits leading to a regular diploma	
4	Student engages in the general curriculum with necessary support(s) and participates in extracurricular activities in the Least Restrictive Environment	

Transition		Summary of Evidence
<u>Ed. 1102.53, Transition Planning</u> <u>CFR 300.29</u> <u>Ed. 1107.02, Process; Provision of FAPE</u> <u>CFR 300.347 (b) (1)</u> <u>Ed. 1109.01, Transition Services</u> <u>CFR 300.132</u> This includes movement from (a) ESS to preschool, b) pre-school to elementary school, (c) age 14 or younger, or (d) age 16 or older		Dondero School
Indicator Level and Description		
0	No evidence of transition planning	
1	Transition occurs, with little or no written documentation	
2	Written documentation exists for transition services	Transition services are evidenced through IAT to SEPT documentation, SEPT meeting notes, PEEP to elementary meetings, team notes, placement cards, transition meetings with receiving "buildings"
3a	Team includes parents and personnel from other agencies in transition planning	Evidence includes consult notes from outside agencies, assessments from outside agencies, and parent interviews
3b	Student is informed before age 17 of his/her rights under IDEA	N/A
3c	Plan addresses instruction, community, employment and daily life skills in a complete and comprehensive manner	
4a	District has implemented a process to evaluate the success of the student's transition	
4b	Team, including student as appropriate, regularly assesses success of transition plan	

Assessment		Summary of Evidence
<u>Ed. 1133.05 (l), Program Requirements</u> <u>CFR 300.138</u> <u>CFR 300.347 (a) 5, RSA 193-C</u> This is not limited to NH statewide testing [NHEIAP]. It should also include districtwide and school assessments administered to non-disabled peers.		Dondero School
Indicator Level and Description		
0	No evidence of student participation in district or state assessments	
1a	Student participates in district-wide and school assessments	
1b	Student participates in state assessment	
2	Alternate assessment provided as needed for both district and state assessments	
3a	Assessment data is used to develop IEP	All students participate in assessments, with modifications as necessary and alternate assessment as required
3b	Multiple measures used for assessments (e.g. report cards, student work, teacher observations and portfolios)	Review of IEPs indicates assessment data is used that includes portfolios, observations and formal assessments.
4	School uses assessment data to improve student learning (state, district-wide or school assessments)	Administrator interview indicates that assessment data is used to improve student learning school-wide

Dondero School	
Strengths	Suggestions for Improvement
<ol style="list-style-type: none"> <li>The school's programs are child centered. They look at specific needs and individualize to the child.</li> <li>There is good collaboration among team members.</li> <li>There is good communication between staff as well as between staff and parents.</li> <li>There is good use of data, including classroom checklists, in planning for students.</li> <li>There is good administrative support from the building and SAU level.</li> <li>Services are provided to all students as needed.</li> <li>Counseling services within the school are effective.</li> <li>There is effective support to classroom teachers from service providers.</li> <li>A variety of assessments are used for decision making</li> <li>There is an effective team process utilized for making accommodations and modifications in specialized programs and in the classroom.</li> <li>Small class size allows greater access to curriculum for all students.</li> <li>Paraprofessional support in kindergarten and all first grade classrooms is good.</li> <li>There is good access to assistive technology.</li> <li>A large majority of teachers are trained in technology and are motivated to learn more as it relates to special programs.</li> </ol>	<ol style="list-style-type: none"> <li>Consider ways to provide more time for team members to meet for planning and communication purposes.</li> <li>Review the services and support provided to Kindergarten and first grade students to insure that necessary supports, beyond speech and language services, are available as needed.</li> <li>Continue to review and improve the authentic assessment process.</li> <li>Consider ways to make evaluation team meeting notes and reports more "parent" friendly.</li> <li>Continue to seek candidates to fill vacant positions (e.g. special educator, part time psychologist).</li> <li>There is a need for additional early intervention supports.</li> <li>Provide more training in "management" of personnel as roles and responsibilities of staff increase.</li> </ol>

**USING COMPLIANCE DATA FOR CONTINUOUS IMPROVEMENT**  
**BUILDING LEVEL COMPLIANCE DATA SUMMARY**  
**NEW HAMPSHIRE STATE DEPARTMENT OF EDUCATION**  
**SPECIAL EDUCATION PROGRAM APPROVAL AND IMPROVEMENT PROCESS**

**SAU #52    School: Little Harbour School**

**Recorder/Summarizer: Heather Alexander**

**Date: March 13, 2002**

Based on data collected from the Data Collection Forms, Interview Forms, Classroom Observations, etc. the following summary is intended to provide a “snapshot” of the quality of services and programs in the school/private facility in the areas of: **Access to the General Curriculum, Transition and Assessment.**

Access to the General Curriculum		Summary of Evidence
<u>Ed. 1109.05, Implementation of IEP</u> <u>CFR 300.342</u> <u>Ed. 1115.07, Provision of Non-Academic Services</u> <u>CFR 300.306</u> <u>Ed. 1119.03, Full Access to District's Curricula</u> <u>CFR 300.26</u> <u>Ed. 1119.08, Equal Education Opportunity</u> <u>CFR 300.347(a)</u> <u>CFR 300.304</u>		Little Harbour
Indicator Level and Description		
0	Student does not have access to the general curriculum.	
1	Student has access to the general curriculum	
2	Student participates in the general curriculum in the regular classroom	
3a	Student participates and progresses in the general curriculum with non-disabled peers for majority of the day with necessary support(s)	
3b	<b>For Private Schools:</b> Student has opportunities to interact with non-disabled peers on a regular basis	
3c	Student has the opportunity to participate in general extracurricular activities with necessary support(s) and is encouraged to do so.	
3d	<b>For High School Students:</b> Student has the opportunity to earn regular credits leading to a regular diploma	
4	Student engages in the general curriculum with necessary support(s) and participates in extracurricular activities in the Least Restrictive Environment	Students engage in the general curriculum as evidenced by daily schedules, report cards, IEP meeting minutes, progress reports, objectives, continuums, math profiles, modified materials and classroom observations.

Transition		Summary of Evidence
<u>Ed. 1102.53, Transition Planning</u> <u>CFR 300.29</u> <u>Ed. 1107.02, Process; Provision of FAPE</u> <u>CFR 300.347 (b) (1)</u> <u>Ed. 1109.01, Transition Services</u> <u>CFR 300.132</u> This includes movement from (a) ESS to preschool, b) pre-school to elementary school, (c) age 14 or younger, or (d) age 16 or older		Little Harbour
Indicator Level and Description		
0	No evidence of transition planning	
1	Transition occurs, with little or no written documentation	
2	Written documentation exists for transition services	
3a	Team includes parents and personnel from other agencies in transition planning	Evidence includes meeting minutes and written prior notices, social stories – parent interviews. Agencies involved include CDS, ASSETT and Seacoast Mental Health
3b	Student is informed before age 17 of his/her rights under IDEA	
3c	Plan addresses instruction, community, employment and daily life skills in a complete and comprehensive manner	
4a	District has implemented a process to evaluate the success of the student's transition	
4b	Team, including student as appropriate, regularly assesses success of transition plan	

Assessment		Summary of Evidence
<u>Ed. 1133.05 (I), Program Requirements</u> <u>CFR 300.138</u> <u>CFR 300.347 (a) 5, RSA 193-C</u> This is not limited to NH statewide testing [NHEIAP]. It should also include districtwide and school assessments administered to non-disabled peers.		Little Harbour
	<b>Indicator Level and Description</b>	
	<b>0</b> No evidence of student participation in district or state assessments	
	<b>1a</b> Student participates in district-wide and school assessments	
	<b>1b</b> Student participates in state assessment	
	<b>2</b> Alternate assessment provided as needed for both district and state assessments	
	<b>3a</b> Assessment data is used to develop IEP	
	<b>3b</b> Multiple measures used for assessments (e.g. report cards, student work, teacher observations and portfolios)	
	<b>4</b> School uses assessment data to improve student learning (state, district-wide or school assessments)	Assessments include: QRI III's, MAPS, DRA's; continuums - new standards tests; running records – Dolch Words – Vinelands; Communication:consultation/assessments; mid and end of year math assessments; adaptive PE checklist assessments; anecdotal notes and behavior reports

Little Harbour	
Strengths	Suggestions for Improvement
<ol style="list-style-type: none"> <li>1. There is a culture of caring, as well as innovative and individualized teaching and delivery of services provided to students at Little Harbour.</li> <li>2. The curriculum is well modified.</li> <li>3. Students have good access to the general curriculum.</li> <li>4. Assessments are well utilized.</li> <li>5. Staff consultations are effective.</li> <li>6. Classroom structure and environment is positive.</li> <li>7. The support staff are a strength.</li> <li>8. There is good behavior management in the school.</li> <li>9. There are effective practices within the classroom, such as redirecting, use of visual models and aides.</li> <li>10. There is a lot of peer support among students.</li> <li>11. There is a strong home-school connection.</li> <li>12. Positive parent involvement is a plus.</li> <li>13. Good access to technology exists.</li> <li>14. The building principal is very child centered, has a background in special education and is very supportive of the staff.</li> </ol>	<ol style="list-style-type: none"> <li>8. Develop written transition guidelines and documents for grade to grade and school to school basis. The plan should also tie in the modifications and accommodations necessary for students. The process may also include both sending and receiving staff.</li> <li>9. Incorporate a formal written behavior plan/behavior menu for the individual child.</li> <li>10. Create a menu of effective strategies from current best practices in the school for use in IEP development and transition planning.</li> </ol>

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NEW HAMPSHIRE STATE DEPARTMENT OF EDUCATION  
SPECIAL EDUCATION PROGRAM APPROVAL AND IMPROVEMENT PROCESS

**SAU #52    School:** New Franklin School

**Recorder/Summarizer:** Andy Kyriakoutsakos

**Date:** March 13, 2002

Based on data collected from the Data Collection Forms, Interview Forms, Classroom Observations, etc. the following summary is intended to provide a “snapshot” of the quality of services and programs in the school/private facility in the areas of: **Access to the General Curriculum, Transition and Assessment.**



Access to the General Curriculum		Summary of Evidence
<u>Ed. 1109.05, Implementation of IEP</u> <u>CFR 300.342</u> <u>Ed. 1115.07, Provision of Non-Academic Services</u> <u>CFR 300.306</u> <u>Ed. 1119.03, Full Access to District's Curricula</u> <u>CFR 300.26</u> <u>Ed. 1119.08, Equal Education Opportunity</u> <u>CFR 300.347(a)</u> <u>CFR 300.304</u>		New Franklin
Indicator Level and Description		
0	Student does not have access to the general curriculum.	
1	Student has access to the general curriculum	
2	Student participates in the general curriculum in the regular classroom	One student reviewed is presently in a self-contained setting with some classes (art, music, phys ed.) in the fifth grade classroom. Student also accesses environmental program and other school-wide activities as appropriate. Evidence: classroom observation, schedule, IEP, staff reports.
3a	Student participates and progresses in the general curriculum with non-disabled peers for majority of the day with necessary support(s)	Curriculum offered to this student is connected to the general curriculum as evidenced by participation in Everyday Math, Four Blocks, etc.
3b	<b>For Private Schools:</b> Student has opportunities to interact with non-disabled peers on a regular basis	
3c	Student has the opportunity to participate in general extracurricular activities with necessary support(s) and is encouraged to do so.	
3d	<b>For High School Students:</b> Student has the opportunity to earn regular credits leading to a regular diploma	
4	Student engages in the general curriculum with necessary support(s) and participates in extracurricular activities in the Least Restrictive Environment	Students have opportunity to engage in the general curriculum as evidenced by: schedule, IEP, staff reports, grades, classroom observation. After school involvement includes Enrichment, tutoring, homework club and Brownies.

Transition		Summary of Evidence
<u>Ed. 1102.53, Transition Planning</u> <u>CFR 300.29</u> <u>Ed. 1107.02, Process; Provision of FAPE</u> <u>CFR 300.347 (b) (1)</u> <u>Ed. 1109.01, Transition Services</u> <u>CFR 300.132</u> This includes movement from (a) ESS to preschool, b) pre-school to elementary school, (c) age 14 or younger, or (d) age 16 or older		New Franklin
Indicator Level and Description		
0	No evidence of transition planning	
1	Transition occurs, with little or no written documentation	
2	Written documentation exists for transition services	
3a	Team includes parents and personnel from other agencies in transition planning	
3b	Student is informed before age 17 of his/her rights under IDEA	
3c	Plan addresses instruction, community, employment and daily life skills in a complete and comprehensive manner	
4a	District has implemented a process to evaluate the success of the student's transition	
4b	Team, including student as appropriate, regularly assesses success of transition plan	All students have effective transition plans that include parents and agencies as relevant (DCYF, Seacoast Mental Health, Respite and counselors). Transition from PEEP to New Franklin well documented, as well as plan for transition to Portsmouth Middle School. Evidence is found in minutes of meeting and written prior notice.

Assessment		Summary of Evidence
<b>Ed. 1133.05 (I), Program Requirements CFR 300.138 CFR 300.347 (a) 5, RSA 193-C</b> This is not limited to NH statewide testing [NHEIAP]. It should also include districtwide and school assessments administered to non-disabled peers.		<b>New Franklin</b>
	<b>Indicator Level and Description</b>	
	<b>0</b> No evidence of student participation in district or state assessments	
	<b>1a</b> Student participates in district-wide and school assessments	
	<b>1b</b> Student participates in state assessment	
	<b>2</b> Alternate assessment provided as needed for both district and state assessments	
	<b>3a</b> Assessment data is used to develop IEP	
	<b>3b</b> Multiple measures used for assessments (e.g. report cards, student work, teacher observations and portfolios)	
	<b>4</b> School uses assessment data to improve student learning (state, district-wide or school assessments)	Assessments are used to improve student learning as evidenced by: NHEIAP, Writing Rubric, Self-selected reading conference, QRI, WIAT, Everyday Math assessments, New Standards – 5 <sup>th</sup> grade authentic assessment, work samples, TOWRE, IEP goals.

New Franklin	
Strengths	Suggestions for Improvement
<ol style="list-style-type: none"> <li>1. The staff is professional and skillful.</li> <li>2. There is a great team approach. Staff work as a team in pre-referral process, in making modifications and creating strategies to provide supports to students with disabilities.</li> <li>3. There is a strong outreach program for students who are at risk but not identified. The process addresses behavior issues.</li> <li>4. Class size is effective (approximately 16 students per class).</li> <li>5. Staffing patterns are good, including paraprofessionals.</li> <li>6. This is a Title I school and affords additional supports to students.</li> <li>7. The facilities are in very good condition. The environment is child centered.</li> <li>8. There are well developed school-wide professional development plans and opportunities for all staff.</li> <li>9. There are many extracurricular activities offered to all students (i.e. homework club, student council).</li> <li>10. There is effective use of grant monies.</li> </ol>	<ol style="list-style-type: none"> <li>1. Consider additional ways for staff and administration to collaborate. (i.e. class assignments of students).</li> <li>2. Consider additional methods for funding professional development activities to ensure ongoing activities.</li> </ol>

**USING COMPLIANCE DATA FOR CONTINUOUS IMPROVEMENT**

**BUILDING LEVEL COMPLIANCE DATA SUMMARY**

**NEW HAMPSHIRE STATE DEPARTMENT OF EDUCATION  
SPECIAL EDUCATION PROGRAM APPROVAL AND IMPROVEMENT PROCESS**

**SAU #52    School:** Portsmouth Middle School

**Recorder/Summarizer:** Stephen LeShane and Brenda Walker

**Date:** March 13, 2002

Based on data collected from the Data Collection Forms, Interview Forms, Classroom Observations, etc. the following summary is intended to provide a “snapshot” of the quality of services and programs in the school/private facility in the areas of: **Access to the General Curriculum, Transition and Assessment.**

Access to the General Curriculum		Summary of Evidence
<u>Ed. 1109.05, Implementation of IEP</u> <u>CFR 300.342</u> <u>Ed. 1115.07, Provision of Non-Academic Services</u> <u>CFR 300.306</u> <u>Ed. 1119.03, Full Access to District's Curricula</u> <u>CFR 300.26</u> <u>Ed. 1119.08, Equal Education Opportunity</u> <u>CFR 300.347(a)</u> <u>CFR 300.304</u>		Portsmouth Middle School
Indicator Level and Description		
0	Student does not have access to the general curriculum.	
1	Student has access to the general curriculum	
2	Student participates in the general curriculum in the regular classroom	
3a	Student participates and progresses in the general curriculum with non-disabled peers for majority of the day with necessary support(s)	
3b	<b>For Private Schools:</b> Student has opportunities to interact with non-disabled peers on a regular basis	
3c	Student has the opportunity to participate in general extracurricular activities with necessary support(s) and is encouraged to do so.	
3d	<b>For High School Students:</b> Student has the opportunity to earn regular credits leading to a regular diploma	
4	Student engages in the general curriculum with necessary support(s) and participates in extracurricular activities in the Least Restrictive Environment	All students at Portsmouth Middle School are engaged in the general curriculum, including students in specialized programs. Evidence: student schedules, IEPs, grades, classroom observations, staff and student interviews. Extracurricular activities include: school dances, intramural sports, Friends Project, Drama and Ski Club, Imagination Destiny and Field Hockey.

Transition		Summary of Evidence
<u>Ed. 1102.53, Transition Planning</u> <u>CFR 300.29</u> <u>Ed. 1107.02, Process; Provision of FAPE</u> <u>CFR 300.347 (b) (1)</u> <u>Ed. 1109.01, Transition Services</u> <u>CFR 300.132</u> This includes movement from (a) ESS to preschool, b) pre-school to elementary school, (c) age 14 or younger, or (d) age 16 or older		Portsmouth Middle School
Indicator Level and Description		
0	No evidence of transition planning	
1	Transition occurs, with little or no written documentation	
2	Written documentation exists for transition services	
3a	Team includes parents and personnel from other agencies in transition planning	Middle School staff work together to plan for year to year transitions and include parents, agencies (Clipper Health, Families First, Seacoast Mental Health) and relevant staff. Transition planning takes place through visitations, move-up day and parent information nights. Documentation is found in IEP minutes.
3b	Student is informed before age 17 of his/her rights under IDEA	
3c	Plan addresses instruction, community, employment and daily life skills in a complete and comprehensive manner	
4a	District has implemented a process to evaluate the success of the student's transition	
4b	Team, including student as appropriate, regularly assesses success of transition plan	

Assessment		Summary of Evidence
<u>Ed. 1133.05 (I), Program Requirements</u> <u>CFR 300.138</u> <u>CFR 300.347 (a) 5, RSA 193-C</u> This is not limited to NH statewide testing [NHEIAP]. It should also include districtwide and school assessments administered to non-disabled peers.		Portsmouth Middle School
	<b>Indicator Level and Description</b>	
	<b>0</b> No evidence of student participation in district or state assessments	
	<b>1a</b> Student participates in district-wide and school assessments	
	<b>1b</b> Student participates in state assessment	
	<b>2</b> Alternate assessment provided as needed for both district and state assessments	
	<b>3a</b> Assessment data is used to develop IEP	
	<b>3b</b> Multiple measures used for assessments (e.g. report cards, student work, teacher observations and portfolios)	Multiple assessments are used as evidenced by: NHEIAP, progress reports, report cards, IEP indicators, daily work samples, KTEA, Woodcock Reading Mastery, New Standards Test, Reading Placement Inventory, and email communication between home and school.
	<b>4</b> School uses assessment data to improve student learning (state, district-wide or school assessments)	Assessment information is used to develop IEP's.

Portsmouth Middle School	
Strengths	Suggestions for Improvement
<ol style="list-style-type: none"> <li>There is a good continuum of services at the middle school that include a variety of programs for students with disabilities.</li> <li>There is a clear commitment to all children in the culture at the middle school. All students are provided with supports, and students with disabilities are included in all aspects of the school.</li> <li>There is a sense of openness and honesty among the staff.</li> <li>The staffing patterns for both regular and special education staff, including paraprofessionals, are effective.</li> <li>The staff feels supported by the administration.</li> <li>The school is well organized.</li> <li>The school to home communication is excellent.</li> <li>The staff appreciate the support of the building special education coordinator. She provides positive support and assistance and keeps staff informed.</li> <li>The staff appreciate the opportunity to voice opinions and feel treated equally.</li> </ol>	<ol style="list-style-type: none"> <li>Continue working to provide additional technology to regular and special education classrooms with internet access.</li> <li>Formalize the transition processes. Good plans are taking place but are not clearly documented.</li> <li>Consider professional development opportunities for paraprofessionals.</li> <li>Provide professional development for regular educators in the area of working with paraprofessionals.</li> </ol>

**USING COMPLIANCE DATA FOR CONTINUOUS IMPROVEMENT**  
**BUILDING LEVEL COMPLIANCE DATA SUMMARY**  
**NEW HAMPSHIRE STATE DEPARTMENT OF EDUCATION**  
**SPECIAL EDUCATION PROGRAM APPROVAL AND IMPROVEMENT PROCESS**

**SAU #52    School:** Portsmouth High School

**Recorder/Summarizer:** Stephen Lord

**Date:** March 13, 2002

Based on data collected from the Data Collection Forms, Interview Forms, Classroom Observations, etc. the following summary is intended to provide a “snapshot” of the quality of services and programs in the school/private facility in the areas of: **Access to the General Curriculum, Transition and Assessment.**

Access to the General Curriculum		Summary of Evidence
<u>Ed. 1109.05, Implementation of IEP</u> <u>CFR 300.342</u> <u>Ed. 1115.07, Provision of Non-Academic Services</u> <u>CFR 300.306</u> <u>Ed. 1119.03, Full Access to District's Curricula</u> <u>CFR 300.26</u> <u>Ed. 1119.08, Equal Education Opportunity</u> <u>CFR 300.347(a)</u> <u>CFR 300.304</u>		Portsmouth High School
Indicator Level and Description		
0	Student does not have access to the general curriculum.	
1	Student has access to the general curriculum	
2	Student participates in the general curriculum in the regular classroom	
3a	Student participates and progresses in the general curriculum with non-disabled peers for majority of the day with necessary support(s)	
3b	<b>For Private Schools:</b> Student has opportunities to interact with non-disabled peers on a regular basis	
3c	Student has the opportunity to participate in general extracurricular activities with necessary support(s) and is encouraged to do so.	
3d	<b>For High School Students:</b> Student has the opportunity to earn regular credits leading to a regular diploma	
4	Student engages in the general curriculum with necessary support(s) and participates in extracurricular activities in the Least Restrictive Environment	Students have access to all classes and extracurricular activities. Recommendations and support by staff as appropriate. Evidenced by: transcripts, IEP's, regular diplomas, student handbook, student and staff interviews, observations. Extracurriculars include: basketball, Friends group, neighborhood band, skateboarding, after school jobs.

Transition		Summary of Evidence
<u>Ed. 1102.53, Transition Planning</u> <u>CFR 300.29</u> <u>Ed. 1107.02, Process; Provision of FAPE</u> <u>CFR 300.347 (b) (1)</u> <u>Ed. 1109.01, Transition Services</u> <u>CFR 300.132</u> This includes movement from (a) ESS to preschool, b) pre-school to elementary school, (c) age 14 or younger, or (d) age 16 or older		Portsmouth High School
Indicator Level and Description		
0	No evidence of transition planning	
1	Transition occurs, with little or no written documentation	
2	Written documentation exists for transition services	
3a	Team includes parents and personnel from other agencies in transition planning	
3b	Student is informed before age 17 of his/her rights under IDEA	
3c	Plan addresses instruction, community, employment and daily life skills in a complete and comprehensive manner	
4a	District has implemented a process to evaluate the success of the student's transition	
4b	Team, including student as appropriate, regularly assesses success of transition plan	Transition planning occurs and is documented in students IEPs and meeting minutes.

Assessment		Summary of Evidence
<u>Ed. 1133.05 (l), Program Requirements</u> <u>CFR 300.138</u> <u>CFR 300.347 (a) 5, RSA 193-C</u> This is not limited to NH statewide testing [NHEIAP]. It should also include districtwide and school assessments administered to non-disabled peers.		Portsmouth High School
	Indicator Level and Description	
	<b>0</b> No evidence of student participation in district or state assessments	
	<b>1a</b> Student participates in district-wide and school assessments	
	<b>1b</b> Student participates in state assessment	
	<b>2</b> Alternate assessment provided as needed for both district and state assessments	
	<b>3a</b> Assessment data is used to develop IEP	
	<b>3b</b> Multiple measures used for assessments (e.g. report cards, student work, teacher observations and portfolios)	
	<b>4</b> School uses assessment data to improve student learning (state, district-wide or school assessments)	School uses assessment data as evidenced in IEP's, NHEIAP testing, and individual testing.

Portsmouth High School	
Strengths	Suggestions for Improvement
<ol style="list-style-type: none"> <li>1. All students have access to regular leveled curriculum. The high school model embraces the least restrictive and fullest inclusion model.</li> <li>2. Communication between special educators, administration, guidance and regular education staff is good.</li> <li>3. Organizational Studies is available for all students with a highly organized contact system.</li> <li>4. Assessment data is reviewed in depth for curriculum planning and course development.</li> <li>5. Formative assessments are completed regularly through contact sheets and communication for purpose of educational planning and support.</li> <li>6. There is an emphasis and focus on transition from the eighth grade to the high school.</li> <li>7. There is a well developed Transition program for students who are developmentally disabled.</li> <li>8. The Friends Project is commended for its efforts to provide social supports to students.</li> <li>9. There is very good collaboration with community agencies.</li> <li>10. Staff are dedicated and hard working.</li> </ol>	<ol style="list-style-type: none"> <li>1. Consider ways to provide academic supports that are more closely integrated with content subjects. This may increase the opportunity for professional staff to interact.</li> <li>2. Pursue information on assessment checklist such as Syracuse Assessment checklist.</li> <li>3. Further develop the transition component of the IEP to include a continuous review of the four major areas of transition planning.</li> </ol>



**USING COMPLIANCE DATA FOR CONTINUOUS IMPROVEMENT**  
**BUILDING LEVEL COMPLIANCE DATA SUMMARY**  
**NEW HAMPSHIRE STATE DEPARTMENT OF EDUCATION**  
**SPECIAL EDUCATION PROGRAM APPROVAL AND IMPROVEMENT PROCESS**

**SAU #52    School:** Portsmouth Alternative School (PASS Program)

**Recorder/Summarizer:** Phyliss Prescott and Paul Campelia

**Date:** March 13, 2002

Based on data collected from the Data Collection Forms, Interview Forms, Classroom Observations, etc. the following summary is intended to provide a “snapshot” of the quality of services and programs in the school/private facility in the areas of: **Access to the General Curriculum, Transition and Assessment.**

Access to the General Curriculum		Summary of Evidence
<u>Ed. 1109.05, Implementation of IEP</u> <u>CFR 300.342</u> <u>Ed. 1115.07, Provision of Non-Academic Services</u> <u>CFR 300.306</u> <u>Ed. 1119.03, Full Access to District's Curricula</u> <u>CFR 300.26</u> <u>Ed. 1119.08, Equal Education Opportunity</u> <u>CFR 300.347(a)</u> <u>CFR 300.304</u>		PASS Program
Indicator Level and Description		
0	Student does not have access to the general curriculum.	
1	Student has access to the general curriculum	
2	Student participates in the general curriculum in the regular classroom	
3a	Student participates and progresses in the general curriculum with non-disabled peers for majority of the day with necessary support(s)	
3b	<b>For Private Schools:</b> Student has opportunities to interact with non-disabled peers on a regular basis	
3c	Student has the opportunity to participate in general extracurricular activities with necessary support(s) and is encouraged to do so.	
3d	<b>For High School Students:</b> Student has the opportunity to earn regular credits leading to a regular diploma	
4	Student engages in the general curriculum with necessary support(s) and participates in extracurricular activities in the Least Restrictive Environment	Students engage in the general curriculum in this alternative setting as evidenced by: transcripts, program curriculum, progress reports, report cards, regular diplomas, observation, staff and student interviews.

Transition		Summary of Evidence
<u>Ed. 1102.53, Transition Planning</u> <u>CFR 300.29</u> <u>Ed. 1107.02, Process; Provision of FAPE</u> <u>CFR 300.347 (b) (1)</u> <u>Ed. 1109.01, Transition Services</u> <u>CFR 300.132</u> This includes movement from (a) ESS to preschool, b) pre-school to elementary school, (c) age 14 or younger, or (d) age 16 or older		PASS Program
Indicator Level and Description		
0	No evidence of transition planning	
1	Transition occurs, with little or no written documentation	
2	Written documentation exists for transition services	
3a	Team includes parents and personnel from other agencies in transition planning	
3b	Student is informed before age 17 of his/her rights under IDEA	
3c	Plan addresses instruction, community, employment and daily life skills in a complete and comprehensive manner	
4a	District has implemented a process to evaluate the success of the student's transition	Transition planning is documented in student IEP and includes parents, students and relevant agencies. Some transition supports are in area of drivers ed, SAT prep and college planning, finding jobs and portfolio development.
4b	Team, including student as appropriate, regularly assesses success of transition plan	

Assessment		Summary of Evidence
<u>Ed. 1133.05 (I), Program Requirements</u> <u>CFR 300.138</u> <u>CFR 300.347 (a) 5, RSA 193-C</u> This is not limited to NH statewide testing [NHEIAP]. It should also include districtwide and school assessments administered to non-disabled peers.		<b>PASS Program</b>
	<b>Indicator Level and Description</b>	
	<b>0</b> No evidence of student participation in district or state assessments	
	<b>1a</b> Student participates in district-wide and school assessments	
	<b>1b</b> Student participates in state assessment	
	<b>2</b> Alternate assessment provided as needed for both district and state assessments	
	<b>3a</b> Assessment data is used to develop IEP	
	<b>3b</b> Multiple measures used for assessments (e.g. report cards, student work, teacher observations and portfolios)	
	<b>4</b> School uses assessment data to improve student learning (state, district-wide or school assessments)	The PASS Program utilizes a variety of assessment data to improve student learning. Evidence includes: IEP goals, daily progress sheets, attendance, weekly reviews, report cards and progress reports and NHEIAP and vocational assessments.

PASS Program	
Strengths	Suggestions for Improvement
<ol style="list-style-type: none"> <li>1. There is a strong academic curriculum and approach that is interdisciplinary and project oriented.</li> <li>2. The small class size is effective for student learning and success.</li> <li>3. The Behavior component of the program is effective and includes group and individual counseling. There is a nurturing element evident.</li> <li>4. Each staff member is part of a support system that involves “wearing many hats” and a great deal of flexibility.</li> <li>5. The staff is involved, caring and creative.</li> <li>6. There is a student centered environment at the PASS Program.</li> <li>7. There is a genuine connection to the Portsmouth community (i.e. schools, businesses, agencies, etc.).</li> </ol>	<ol style="list-style-type: none"> <li>1. Consider increased supports to the program in the areas of staff, paraprofessionals and transportation during the school day.</li> <li>2. Create a list of services and resources for students who are graduating.</li> </ol>

**VIII. ADDENDUM: OUT OF DISTRICT AND JAMES O SUMMARIES**

**ADDENDUM**

**Out-of-District File Review**

**SAU 52**

Date: May 17, 2002

Reviewer: Maryclare Heffernan

<p style="text-align: center;"><b>ADDENDUM</b> <b>Out-of-District File Review</b></p>
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SAU 52

Number of Files Reviewed: #1

**CITATIONS OF NONCOMPLIANCE**

There are no citations of noncompliance. Out of district records are in good order and complete.

# **ADDENDUM**

## **JAMES O. MONITORING PROGRAM**

### **SAU 52**

**Student File Review**

**Case Study Document**

**Reimbursement Claim Form**

**Case Study Addendum Form**

Date: May 17, 2002

Reviewer: Maryclare Heffernan

<p style="text-align: center;"><b>ADDENDUM</b> <b>JAMES O. MONITORING PROGRAM</b></p>
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SAU 52

Number of files reviewed: 3

**COMMENDATIONS:**

Three records were reviewed of students who are placed in out of district educational settings by the court. All three records were very organized and included all required documentation. It is evident that the district not only provides good documentation of special education process, but also continues to advocate for and support students while in court ordered settings.

**CITATIONS OF NONCOMPLIANCE:**

There are no citations of noncompliance evident.